

Ten Years toward a Culture of Assessment Higher Learning Commission 2012

- Peter Barger, Director of Institutional Assessment and Accreditation and Professor of Economics and Finance
- Fran Navakas, Director of Integrative Studies and Professor of English
- Stephen Maynard Caliendo, Chair, Academic Programs Assessment Committee and Professor of Political Science
- Caroline St. Clair, Past Chair, Academic Programs Assessment Committee and Associate Professor of Computer Science



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- Private
- Liberal Arts
- Comprehensive
- Residential
- Suburban
- Four Divisions



— Full-Time Undergraduates: 2449 Part-Time Undergraduates: 179
— Full-Time Graduates: 109 Part-Time Graduates: 150

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2000-2010

HLC 2000

"The North Central faculty has not fully recognized the value of systematic assessment of student achievement."

HLC 2010

"The institution has established a campus wide culture of assessment."

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How?

- Improving Assessment: Dr. St. Clair
- Assessment Program in Place: Dr. Caliendo
- General Education Assessment: Dr. Navakas
- Program Review: Dr. Barger
- PEAQ Self-Study: Dr. St. Clair
- Sustaining Momentum: Dr. Caliendo

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Academic Programs Assessment Committee (APAC)

- Established in 2004
- Chair (faculty), Faculty (4), Associate Academic Dean
- Committee's Goals
 - gain an understanding of assessment
 - develop key terminology and a process to use on campus
 - educate faculty (develop a culture of assessment)

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APAC: Developing a Culture Terminology

Keep It Simple!

Mission Statement

Student Learning Outcomes

Let mistakes happen!

Offer assistance but let departments
learn on their own.

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3) Enter your plan:

What will be the method of assessment for this student learning outcome? (a specific standardization examination, a set of course-based assessments, evaluation of samples of student work/portfolio review, etc.)

What specific population of group of students will be assessed? (For example, all incoming freshmen in beginning major courses, all graduating seniors in the program, student random sample from a large elective course, etc.)

How many students will be assessed? (Number of students in samples used as data, number of portfolios will be examined, etc.)

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APAC: Developing a Culture Education

Provide Opportunities

workshops – on/off campus

conferences – on/off campus

liaison meetings

Provide Funding

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General Education and Assessment

GE assessment mirrors the developmental arc of a decade of assessment at large

- From abstract framing of goals to assessable learning outcomes that meaningfully describe and measure student learning
- From centralized assessment by a few to widespread engagement in a culture of evidence
- Continuing focus on program improvement and dialogue about the values of liberal learning

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Unique Aspects of General Education Assessment

- Separate website for tracking and analyzing general education assessment projects, trends
- Hub concept for drawing faculty across the College into general education conversations about method and outcome
- Balance between internal assessment practices and strategic use of nationally-normed tests across integrative strand and core requirements—a work in progress

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GE Synergies with Assessment Processes at Large

- Intersections in committee membership
- Role of general education assessment in program review and curricular decision-making
- Timing of assessment rotations to complement departmental/program initiatives
- Synergistic faculty development, funding of scholarship of assessment, resource sharing

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Long-Term Assessment Cycle

- Program Review
- HLC Self-Study for Accreditation
- Post HLC Review and Sustaining Momentum

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Academic Program Review

- Planning and introduction
- Guidelines
- Structure
- Program Assessment and Program Review

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Academic Program Review: Guidelines

- Mission
- Recent History
- Curriculum
- Student Learning
- Faculty
- Facilities and Equipment
- Student Opportunities and Institutional Activities
- Summary and Future Action

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HLC Self-Study for Accreditation

Proving a “Culture” of Assessment

Discussed APAC and the process
 Provided access to the database
 Provided data on # programs completing
 assessment plans/reports

Simply Assessing programs is not enough!

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Culture of Assessment: Disciplinary Participation

	2006-07	2007-08	2008-09	2009-10	2010-11
Mission Statements in Place	63% (26/41)	100% (39/39)	100%	100%	100%
Learning Outcomes in Place	93% (161/174)	98% (161/164)	98% (161/165)	98% (172/176*)	97% (171/176)
Assessment Plans Filed	53% (93/174)	86% (141/164)	77% (127/165)	93% (161/173)	67% (111/165)
Assessment Reports Filed**	90% (78/87)	92% (87/95)	77% (112/146)	93% (123/132)	71% (121/173)

*Beginning in 2009, the twelve General Education learning outcomes were included in these statistics
 **The denominator for reports only includes programs that had plans filed the previous year.

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HLC Self-Study for Accreditation

Added Two Areas of Information

Educating ourselves and others

Conferences/workshops attended

Presentations on assessment

Closing the loop

Department/Programs Curriculum Decisions

Academic Programs and Policies Committee

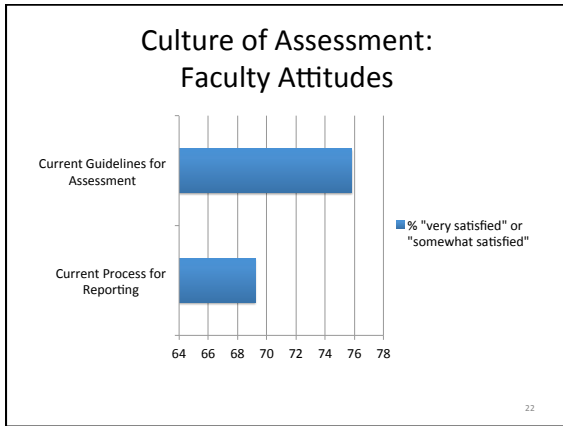
(APPC) use of assessment data

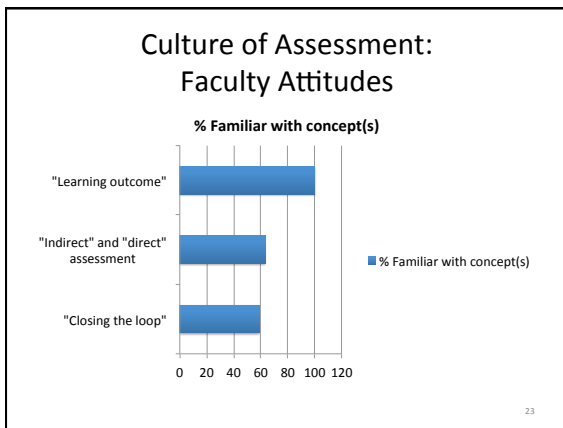
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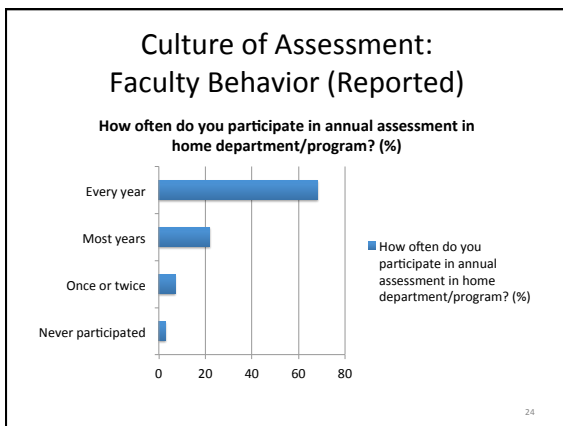
Culture of Assessment: Faculty Attitudes

- Survey of (full-time) faculty attitudes about the process of assessment (spring 2011)
- Online (Survey Monkey)
- 50% response rate (70/139)

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Culture of Assessment: Faculty Behavior

- Presentation at disciplinary conferences
- Increasingly detailed questions about process
- Funding applications reflect broader array of programs

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Culture of Assessment: Remaining Challenges

- Increased participation and “buy-in”
- Minors and certificates (low-N programs)
- Information Technology barriers and limitations

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Momentum: Meta-assessment

- Opportunity for programs to forego direct assessment to take a holistic approach to consider past results
- Not mandated, but encouraged and supported
- Once every seven years (to correspond to Program Review)

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